



Winston Preparatory School
Transition Handbook

2018-2019

Table of Contents

Introduction	3
Transition Timeline	4
Responsibilities Regarding the Transition Process	6
Researching Post-High School Options	7
What Are Admissions Staff Looking for When They Review You As An Applicant?	9
Academic Support for Students with Learning Disabilities	11
Guidelines for Documentation	14
Students Interested in Visual or Performing Arts	15
Financial Aid	16
Financial Aid Timeline for Senior Year	17
Glossary of Transition-Related Terms	18
Application Checklist	20
Potential Admissions Interview Questions	21
Summer Programs	24

Introduction

You are about to begin the transition process. Like everything at Winston Prep, the transition process will be an individualized one, in which Ms. Stolzenberg, your Focus teacher, and your Dean will help you and your family identify and research options for you to consider for after you graduate from high school. This team approach to the transition process allows us to take many aspects of the student into consideration when discussing possible post-high school options. Many Winston graduates choose to go on to college, while others choose to attend transition programs, take a gap year, or begin working after graduating from high school.

This handbook has been created to provide you with information about the transition process and to serve as a reference for you and your family throughout the transition process.



Transition Timeline

Junior Year:

Winter

- ➔ First family meeting with Transition Team (brainstorm “needs” & “wants”)
- ➔ Begin researching schools and programs
- ➔ SAT registration for spring administration (test is in early May)
- ➔ Schedule appointment to update psycho-educational evaluation (if needed)
- ➔ Obtain 7 official transcripts from former high schools and forward to Ms. Stolzenberg (if applicable)

Spring

- ➔ Prepare for SATs (if planning to test)
- ➔ Visit schools/programs, attend open house presentations and college fairs
- ➔ Begin working on personal statement essays (outline in Focus)



Summer Before Senior Year:

- ➔ Continue researching colleges/programs
- ➔ Visit potential college/program campuses
- ➔ Continue SAT preparation for fall testing
- ➔ Complete personal statement essay draft

Senior Year:

Fall

- ➔ Second family meeting with Transition Team (to finalize list of college/program options)
- ➔ Request recommendation letters from instructors and outside sources (as early as possible) and provide them with a list of schools & programs you plan to apply to as well as the deadlines you plan to apply for
- ➔ Create accounts and begin working on online applications
- ➔ Prepare for college/program interviews
- ➔ Visit and interview at potential colleges/programs
- ➔ SATs in December (for students who wish to retake)
- ➔ Send SAT scores to schools that require them (collegeboard.org or 609-771-7137; you will need student's social security number and a credit card)
- ➔ Complete applications and submit by December break!
- ➔ Be aware of all deadlines!

Spring:

- ➔ Continue to visit and interview at potential colleges/programs
- ➔ Follow up with colleges/programs to ensure applications are complete
- ➔ Advise Ms. Stolzenberg of any communication from schools
- ➔ Submit deposit to one college/program by May 1st

Responsibilities Regarding The Transition Process

Transition to a post-Winston setting is a daunting task. The following are a list of application-related tasks that need to be completed by families, students and those at Winston.

Family Responsibilities:

- * Application fees
- * Obtain 7 official transcripts from high schools attended prior to Winston (if applicable)
- * Have the College Board forward test results to each school applied to (online at collegeboard.org or by phone at 609-771-7137, have credit card and student's social security number available)
- * Comprehensive neuropsychological evaluation in order to receive learning support*
*Many schools/programs will require this evaluation if the student is applying for a program providing learning support. (In many cases Department of Education testing will not be sufficient.) Please see page 14 for guidelines for documentation.
- * Provide Winston with a copy of all applications sent
- * Mailing/submitting of applications and documentation

Student Responsibilities:

- * Complete and submit applications
- * Personal essay completion (students will begin essays in Focus in the spring)
- * Ask two teachers to write recommendation letters and follow up with them in writing to provide a list of schools and programs you are applying to and the deadlines you are applying for. Students must allow teachers a minimum of two weeks to write letters of recommendations.
- * Request that transcripts be sent to schools/programs

WPS Responsibilities:

- * Submit high school transcripts
- * Write and submit official school recommendations
- * Review of college essays and applications at request of student
- * Maintain copies of all application materials for Winston records

Researching Post-High School Options

The thought of graduating from Winston and going off to college or another post-graduate program can seem both exciting and scary. It is important to investigate your options carefully so that you have the information you need to make informed decisions about your future. In the spring of your junior year, you and your parents will meet with the transition team to help generate a list of options for you, but it will be up to you to research these and other options further so that you can decide if they are schools and programs that interest you. Below are some suggestions on how to best learn more about these potential colleges and other post-graduate options:

Catalogues/Reference Materials/Websites

There are catalogues from numerous college and university programs on file in Ms. Stolzenberg's office. These materials are provided to Winston by admission offices and contain a large amount of information including campus photographs, entrance requirements, lists of majors, etc. We have several college guidebooks that students are welcome to look through as well. An easy way to find out more about a school is to research that school online. Each college, university, or post-graduate program has its own website where you can find detailed information about admissions requirements, majors offered, student life, etc. In addition, there are a number of websites that allow you to search for additional schools based on various criteria. Our Winston website now includes lists of colleges with links. (Winston Preparatory School NYC > College Placement and Transition > Resources)



College/Program Representatives

Talking with a college or program representative is a valuable way to learn about programs and representatives from a number of schools and programs visit Winston during the fall and winter of each school year. These visits are announced at transition meetings, to students during all school meetings, and through focus teachers. To make the most of these visits, students should learn about the program in advance by looking through the catalogue or the school's website and prepare questions to ask the representative.

College/Gap Year Fairs

Large college fairs are a good way to learn general information about a number of schools without all of the travel. While attending a college fair can be beneficial, it does not take the place actually visiting a campus. In addition to several national college fairs that take place throughout the country each year, there is also a national fair in New York for Gap Year programs and a fair for visual and performing arts colleges.

Campus Visits

The best way to learn about a college/program is to take the time to see it for yourself. A visit gives you the opportunity to see the school in action and talk with students who go there. The best time to visit a campus is either in the spring or fall, when school is in session. If it is not possible to make a formal visit to every school on your list, it is recommended that you try to visit a few schools that have varying qualities (for example, visit a smaller college and a larger university, or visit a college that is located in a city and one that is in a more suburban or rural location). While Winston recognizes the value of campus visits, any school days missed due to campus visits will appear on a student's absentee record. Students should also be aware they are responsible to make up any missed work.

Below are suggestions on how to make the most of a campus visit:

- * Call the admissions department at the college or program ahead of your visit to schedule an information session and formal tour of the campus. If possible, also ask to schedule an appointment to see the Learning Disabilities support program while you are there.
- * Be observant while on campus:
 - * Can you picture yourself being friends with other students you see or meet?
 - * Are there posters/fliers around campus advertising activities you might like to do?
 - * What are the facilities like? (Computer labs, fitness center, science labs, cafeterias, art studios, etc.)
 - * What is your impression of the people who work in the admissions office?
- * Keep notes of your impressions. As you visit a number of schools and programs over a period of time you may have difficulty keeping all of the details straight. After each visit, write down some of the things you liked or disliked about each school. You may also want to take a few pictures if you are more visual.



What Are Admissions Staff Looking for When They Review You As An Applicant?

Academic record and school report

Each college or post-graduate program that you apply to will need to see your official high school transcript. Your Winston transcript lists the classes you have taken, the grades you have received and extracurricular activities you have participated in or awards you have received at Winston. Your grades play a very important role in admissions, particularly the grades that you receive in 11th and 12th grade. Colleges are looking for students who enjoy learning and who are motivated.

Personal Essay

The personal statement essay is also a very important part of your application, as it allows you to share qualities about yourself that the admissions staff would otherwise not learn about you. It also provides them with a sample of your writing. Ms. Stolzenberg will provide you with feedback on your essay.

SAT Scores

Standardized tests, such as the SAT, are designed to measure a student's ability to perform in school. For Winston students, results of standardized testing may not be the best indicator of a student's academic ability; however, many college programs do require that applicants submit official SAT scores. At some colleges, though they require the SAT scores, they use them more for placement purposes than to determine admissions decisions.

Teacher & Counselor Recommendations

Most colleges and post-graduate programs request one or two teacher recommendations in addition to a counselor recommendation. Ms. Stolzenberg writes a letter of recommendation for each senior providing an overview of your strengths and weaknesses, leadership abilities, personal qualities, and participation in school activities and events. This recommendation will serve as your counselor recommendation. In addition, you will likely need to ask two teachers to write you letters of recommendation as well. When thinking about which teachers to ask for letters of recommendation, there are several things you may want to consider:

- * *Are there any teachers who have taught you for several years, who might be able to share the progress they have seen in your academic abilities, motivation, writing, etc.?*
- * *If you are applying to a college or university with a specific major in mind, consider asking a teacher who taught you in a related class. For example, if you are interested in studying fine arts, consider asking an art teacher to write one of your recommendations. If you are interested in studying politics, consider asking a history teacher.*
- * *Many Winston students ask Focus teachers to write them a recommendation letter. This is often a logical choice, since your Focus teacher is someone who knows you well both academically and personally. If you ask a Focus teacher to write one of your recommendation letters, be sure that your other letter is written by a classroom teacher who can talk about how you have performed in the classroom setting.*

Additional Recommendations

Sometimes students know other adults (such as a coach, music teacher, employer, etc.) who may be interested in writing a letter on the student's behalf. It is acceptable for them to submit an additional letter, but this should be done sparingly. Adults who know students in a setting that is outside of school can often provide an additional perspective; however, sending too many recommendations can make it look like you are trying too hard.

Extracurricular Activities

Most applications have a section that allows you to share some of the activities that you have been involved in during high school. Admissions officers are not as interested in the quantity of activities you've participated in, but the growth, leadership, or dedication that you have shown through these activities.

Interview

The importance of the interview will vary from college to college. Some schools require interviews, while others will not grant them. Often, applicants will be interviewed by an admissions representative and the representative will write up a brief overview regarding their impression of the student. Students will have the opportunity to practice interview questions. A list of potential interview questions is provided in this handbook.

Other Considerations

There may be other factors that an admissions committee will take into consideration:

- * *Talent:* If you are a student with a special talent (skilled in sports, music, writing, etc.) you can bring this to the attention of the admissions staff by writing about your involvement in your personal essay or by providing samples of your work. Again, this should be done sparingly.
- * *Alumni Relations:* Many colleges do want to maintain connections to their alumni, so if you have a parent, sibling, or other relative who is an alumna or alumnus, you can note this on your application. You should be aware that you will still need to meet the admissions requirements of the college you are applying to.
- * *Interest in Attending:* Colleges want students on their campus who want to be there. It is always good to demonstrate to the admissions committee how strong of an interest you have in attending their school.

Academic Support For Students With Learning Disabilities

All colleges and universities have some support and/or accommodations available to students with diagnosed disabilities; however, the support available varies from school to school. Listed below is an explanation of types of support programs that are available and underneath are a few examples of schools or programs that fall into each category. Please note that each college or program has its own admissions criteria.

Independent Living & Transition Programs

These are programs with a focus on practical life skills and strategies to achieve independence. Targeted skills may include cooking, budgeting, traveling independently, and community involvement and some may include student internships. While these programs may have an academic component, often the independent living skills are the primary focus.

- * *College Internship Program (several locations)*
- * *College Living Experience (several locations)*
- * *Gersh Experience (NY)*
- * *Giant Steps Services (NY)*
- * *Institute for Collegiate & Career Studies (NY)*
- * *Winston Transitions*

Colleges for Students with Learning Disabilities

This is the most structured and supportive college option. There are only two colleges in the country that specialize in serving students with learning disabilities.

- * *Beacon College (FL)*
- * *Landmark College (VT)*

Comprehensive Academic Support Programs for students with Learning Disabilities

These are programs found on mainstream college and university campuses and are designed to help students with diagnosed learning disabilities succeed at the college level. Typically, students must apply to these support programs directly, which requires the student to complete a supplemental support program application in addition to the general college admissions application. There is often an additional fee for these programs to cover the services offered through these structured support programs. Services provided vary by school but often include testing accommodations, regular tutoring provided by a learning specialist, and access to technology designed to assist students with learning disabilities.

- * *Adelphi University (NY)*
- * *Dean College (MA)*
- * *Curry College (MA)*
- * *Fairleigh Dickinson University (NJ)*
- * *Hofstra University (NY)*
- * *Iona College (NY)*
- * *Lynn University (FL)*
- * *Marist College (NY)*
- * *Marymount Manhattan College (NY)*
- * *Mitchell College (CT)*
- * *Muskingum University (OH)*
- * *University of Arizona*

Comprehensive Support Programs for Students with ASD

Like the comprehensive programs that are available for students with learning disabilities, a number of mainstream colleges and universities have programs designed to help students with an ASD diagnosis. In addition to providing academic support services, these programs generally have a social skills component as well as counseling. Many of these programs are relatively new.

- * *Adelphi University, NY (Bridges Program)*
- * *Fairleigh Dickinson University, NJ (College-based Support for Students with Asperger's, COMPASS)*
- * *Marshall University, WV (College Program for Students with Asperger's Syndrome)*
- * *Pace University, NY (Ongoing Academic & Social Instructional Support, OASIS)*

Disability Services

All colleges and universities have a disability services office. This office not only serves students with learning disabilities, but also students with physical disabilities, as well as hearing and vision impairments. A student with a diagnosed disability can work with the disability support office to obtain testing accommodations, but often, tutoring services are not available through this office. At some schools this office may be part of a larger academic resource center, but this will vary by school. Students do not need to apply separately to use these services, but do need to provide documentation of their disability. If the student is admitted to the college and has documentation of a learning disability, he or she can seek services from this office by contacting the office and setting up a meeting to discuss accommodations that may be appropriate given his or her learning profile.

Academic Support Services

Most colleges and universities have academic support available to all of their students, as they recognize that the transition to college can be challenging for all students, and schools are interested in helping their students to succeed. Typical academic support services may include peer tutoring, a writing center, a math center, and seminars on topics such as note-taking skills and time management. Students can often combine services from both a disability support office and academic support services. For example, a student may receive testing accommodations through Disability Services, while also receiving peer tutoring or writing assistance through an academic support services office.

Questions to ask a college or university about support services

- * Is there a special program for students with learning disabilities?
- * How are applicants with diagnosed learning disabilities evaluated for admission? (SAT scores, personal statement, interview, transcript, etc)
- * How many students are in the program?
- * Is there a brochure or written description of the program?
- * Is counseling available as a support service? Describe service and availability. (Group, vs. individual, routine schedule vs. as-needed basis, etc.)
- * Is tutoring available? What type of service? (individual, group)
- * Are tutoring services provided by learning specialists or peer tutors?
- * Does the support program assist with academic advisement in the program planning with the student? Are others available for assistance?
- * Can students with learning disabilities register for a reduced course load?
- * Are special courses required of students in the program?
- * Do special courses carry college credit toward graduation?
- * Are there additional tuition costs or fee requirements for students using these support services?
- * Are students required to remain in the support program for the duration of their college career?
- * What assistive technology is available? (Kurzweil, Read & Write for Google, readers, ipads, etc.) Is there an additional fee for this?
- * When should the family/student plan on visiting the college?



Guidelines For Documentation

While documentation of a disability is typically not a necessary part of the application process, Winston students will need to have an updated evaluation available when applying to colleges or other post-graduate programs. Comprehensive academic support programs for students with learning disabilities and/or ASD will require this testing as part of the admissions process to the support program. In reviewing this testing, program personnel will be looking to see that the student does in fact have a disability that would qualify him or her for the program and will be looking to make sure that the student is a good match for the program and services they have available. For schools that may not have a comprehensive support program, but offer support services and make accommodations available, disabilities services personnel will need to review this documentation to again confirm that the student has a disability that would qualify him or her for accommodations, and also to determine the types of accommodations they feel would be appropriate for the individual student. At the college level, an IEP alone is generally not sufficient to qualify for support services. Specific guidelines may vary slightly from school to school and program to program, but the ones listed below are typically what schools and programs will ask for:

- * *Testing must be comprehensive.* It must include cognitive testing (*Wechsler Adult Intelligence Scale* is most widely used) and achievement testing that provides information on current levels of functioning in the areas of reading, mathematics and written language (Tests used might include the *Woodcock-Johnson Psychoeducational Battery-Revised*, *Stanford Test of Academic Skills*). In addition, information processing also needs to be assessed (short and long term memory, sequential memory, auditory and visual processing speed).
- * *Testing must be administered within two years of when a student is submitting his or her application.* Some programs will allow testing within three years, but to be safe it is recommended that students have testing that is no more than two years old.
- * *Actual test scores must be provided, including both standard scores and percentile ranks.* Grade equivalents and age equivalents alone are not always acceptable.
- * *Professionals conducting the assessment and making diagnosis must be qualified to do so.* Trained and certified licensed psychologists, neuropsychologists, learning disabilities specialists and educational therapists are typically involved in these assessments. The report must include the name(s), title(s) and profession(s) of the evaluators as well as the testing date(s).
- * *The report should also include background information regarding the student's educational, medical and family histories as they relate to the assessment.*
- * *A diagnosis must be clearly stated, not inferred.*
- * *The report should also include a description of any accommodations or support services that have been used by the student in high school.* In addition, recommendations for accommodations to be used and the conditions under which they should be used also need to be included. It is helpful if specific test results are cited to support the need for the accommodation.

Students Interested In Visual Or Performing Arts

Visual and performing arts students have several types of colleges to consider. Conservatories and stand-alone arts schools (such as FIT or Pratt) offer an immersion-type experience for students earning BA (Bachelor of Art), BM (Bachelor of Music), or BFA (Bachelor of Fine Art) degrees. All of the students enrolled at this type of school will be artists, and the atmosphere is often very competitive. Most courses at these schools will be primarily focused on art.

Some larger universities offer BA, MB, or BFA degrees in the arts. You may find somewhat self-contained music or arts schools within the larger university (such as the Hartt School of Music at the University of Hartford). In this setting, you could pursue the more specialized degree while still keeping the door open to take a few liberal arts courses (which would be unavailable at specialized music or arts schools). At a liberal arts college or larger university, you would be required to take a number of liberal arts classes (such as literature, math, history, psychology, etc). A university-based arts program might also give you the option of pursuing a double major, such as a BM in music and a BA in history. (A double degree would require more than four years, however.)

It is ok if you are unsure which of these programs you like best. If this is the case, it is a good idea to visit one conservatory or stand-alone art school in addition to one liberal arts college or university with a strong art program. This will give you a better sense of how the two types of programs differ in programming and in student body.



Portfolio & Submissions

In addition to completing a typical college application, students applying to visual or performing arts programs will need to prepare a portfolio or audition. Each arts program has different requirements, so you should contact the schools or visit their websites for this information early.

Although your portfolio or audition is an important part of the application, arts programs do consider your academic record and test scores.

Financial Aid

As you search for college programs, it will become apparent that a college education is very expensive. While you are expected to contribute to the cost of college, there are various ways to help you finance your education. At most schools, about half of the student body receives some kind of financial aid.

It should be noted that the Admissions Office and the Financial Aid Office at colleges are two distinct operations. An application for financial aid will be reviewed separately and should not impact the evaluation of the student's application for admission.

Types of Financial Aid

Financial aid comes primarily from three sources: the federal government, colleges and universities, and a variety of local and national private scholarship programs. Every school will require that you submit the Free Application for Federal Student Aid (FAFSA). Some schools may also ask you to complete the CSS Profile. Both of these forms are then submitted to processors who calculate your Expected Family Contribution (EFC) and forward that information to you as well as to any school you have listed on the application. After receiving this information, each school will put together a financial aid "package" which may include grants, scholarships, loans, and/or an opportunity to work on-campus. Below are examples of some of the more common programs. Most of these programs are only available to students who demonstrate financial need.

Grants and Scholarships:

These are monies given to you by the college, which do not have to be repaid. For example, the Pell Grant is the largest of the federal grant programs. Scholarships are often privately-funded by organizations such as businesses, associations, corporations, and others.

Loans:

A loan is money that is borrowed and must be repaid. For example, a Stafford Student Loan is a federal program based on need. This is a loan that is interest-free while you are in college. The federal government pays interest while you are still in school and for six months afterwards. The repayment period for this loan is five to ten years.

College Work Study:

This is employment you must take while in school, which will earn you money that you are expected to contribute toward your expenses. The program is administered by colleges, and the financial aid or work study office will help you to find an on-campus job that qualifies.

Merit-Based Assistance:

A growing number of schools have scholarship money available which is based not on need, but on an outstanding talent or accomplishment demonstrated by the student.

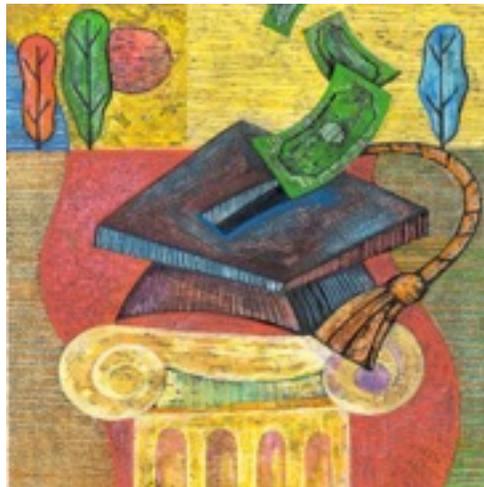
Financial Aid Timeline For Senior Year

September: Read over the financial aid information for those colleges and universities to which you are planning to apply. Contact the director of Financial Aid for information about aid programs and special scholarships and to find out if any applications are necessary.

October 1st (or after): Visit www.fafsa.ed.gov to begin completing an online FAFSA form. You will include your prior prior year's tax information initially.

Between January 1st and February 1st: File income taxes early since many financial aid forms will want to see this updated financial information before finalizing financial aid package. File the FAFSA and CSS Profile (if required). Maintain a copy of all forms for your records.

January-March: Review the acknowledgement you receive and make sure that information listed is correct. Also, carefully review financial aid offers from each school.



Tips for Applying for Financial Aid

Be careful to pay close attention to deadlines. These financial aid deadlines will vary by school but financial aid applications generally have deadlines that are the same as admissions applications.

Review your FAFSA and other financial aid forms carefully. Errors and omissions can result in processing delays.

Financial aid is awarded on a first-come, first-served basis. Therefore, the earlier you submit your FAFSA each year, the better your chances of receiving consideration for financial aid.

Undergraduate and graduate students must complete and submit a new FAFSA each school year to be considered for most forms of financial aid.

Glossary Of Transition-Related Terms

Associate's Degree: The degree granted by colleges after students complete a two-year, full-time program of required courses. These degrees are offered by many types of colleges including community colleges, technical colleges, as well as some colleges and universities that offer bachelor's degrees.

Baccalaureate or Bachelor's Degree: The degree granted by a college after students complete a four or five year, full-time program of required courses.

Certificate: Certificates are granted by colleges after completion of study for a specific occupation.

Common Application: The Common Application is a form that is accepted by several hundred colleges and universities. This allows students to mainstream the college application process by submitting this one application to a number of schools.

Consortium: Several colleges and universities in an area join together in a cooperative association, giving students opportunities to use a variety of each other's programs, courses, libraries, etc.

Cooperative Education (Co-op): A program that combines employment with course study in order to gain a hands-on learning experience.

Core Classes: Classes that all students in a major program are required to take.

Defer Admission: A college may accept a student but then allow the student to delay coming to the school for one semester or one year. A student interested in deferring his or her acceptance must talk with the college about this, as each school has their own policies.

Early Action: A college or university admissions policy which allows students to apply early, be notified of a decision early, but does not require students to commit until May 1st.

Early Decision: A college or university admission policy, which asks students to apply early in order to be notified of a decision early. If a student is accepted they are then obligated to attend this school, and are expected to withdraw any other applications that have been submitted at other schools. A student can only apply ED to one school and should only use this option if the school is the student's clear first choice.

Expected Family Contribution (EFC): The total amount that a student and his or her family are expected to pay from their income and assets toward the cost of college.

Financial Aid: Federal, state, college, and private programs which help students pay for college costs. Financial aid can be in the form of grants and scholarships, loans or work study programs.

Free Application for Federal Student Aid (FAFSA): The required application for federal, state, and institutional financial aid. After October 1st and update financial information after taxes have been filed.

Liberal Arts: A school or course of study which focuses on developing students' general knowledge and reasoning ability instead of a specific career.

Major: Subject areas such as psychology, economics or history in which students take many classes. These are areas of interest in which students can earn a degree.

Minor: An area of interest studied at the same time as a major. A minor requires fewer classes than a major.

Open Admission Policy: An admission policy, which allows anyone with a high school diploma or its equivalent to take classes.

Portfolio: A file of materials created by a student that displays and explains skills, talents, experiences and knowledge gained in a certain area. Students who are applying to art schools are typically required to show a portfolio as part of the admissions process.

PROFILE Application: A supplemental application required by some schools for school-based financial aid. This form must be completed and mailed to the College Scholarship Service. The deadline is the same as for the FAFSA, although some colleges require it earlier.

Resident Assistant (RA): A trained student who lives in a dormitory to coordinate programs and activities. RAs may also help students with problems in the dorm or counsel students regarding campus difficulties.

Rolling Admission: The admission process, which usually notifies students of their decision as they apply. Often students will be told of their decision two to four weeks after the applicant's file is complete.

SAT Reasoning Test: A standardized admission test published by the College Entrance Examination Board.

SAT Subject Tests: Standardized tests given by the College Board in specific high school subjects, such as biology, foreign language, etc. Highly selective colleges may require SAT Subject Tests in addition to the SAT Reasoning Test.

Study Abroad: Programs where students go to school for a period of time in another country, while making regular progress toward their diplomas or degrees. Interested students can often study abroad for a semester or a year while in college.

Technical College: Colleges that offer programs (usually two years or less for full-time students) that prepare students for immediate employment. The emphasis at these colleges is usually on hands-on training in a specific career area.

Transfer Student: A student who changes from one school to another. Grades and credits from the first school may or may not be counted at the second school. Schools may not accept all credits earned at another institution.

Wait List: A list of students who may be admitted to a college or school only if there is space available. Space is determined by those students who are accepted at a particular school but may not choose to enroll. Students placed on a wait list are usually notified if they are admitted in May or June.



Application Checklist

- COMPLETE applications online
- REQUEST letters of recommendation (provide teachers with list of schools & deadlines you are applying for)
 - Teacher's name: _____ Date requested: _____
 - Teacher's name: _____ Date requested: _____
 - Teacher's name: _____ Date requested: _____
- PROVIDE Ms. Stolzenberg with list of schools/programs you will apply to.
 - Date requested: _____
- REQUEST that SAT scores be sent to each school/program that requires the SAT scores.
 - Date requested: _____

When submitting applications, be sure to include:

- Application
- Application fee
- Personal essay
- Supplemental LD application (if applicable)
- Psycho-educational evaluation (if applicable)
- Be sure to keep copies of all materials you send out for your records!

Potential Admissions Interview Questions



These questions help you do an honest and thoughtful self-evaluation that will prepare you for statements you may be asked to make about yourself in a college or program admissions interview. A successful interview is a dialogue that gives you an opportunity to show something of your personality and to share your ideas, points of view, and concerns. It is also important to show that you have done research about the college or program by looking on their website, reading their view book, or browsing through one of the guidebooks or indexes, such as *The Fiske Guide to College* or *Barron's Profiles of American Colleges*.

Goals and Interests

- * What have you enjoyed the most about high school?
- * What have been your most important challenges or achievements? Of which are you proudest?
- * What do you value? What concerns take up most of your energy, time, effort, or thought?
- * How do you define success? What would you like to accomplish in the future?
- * What kind of person would you like to become? Of your gifts and strengths, which would you most like to develop? What would you change about yourself? Can college help with that?
- * If you had a year to go anywhere and do anything, what would you choose to do?
- * What particular events or experiences have shaped your growth and ways of thinking?

Education

- * What are your academic interests? Which courses have you most enjoyed? Which have been the most difficult?
- * When you can learn on your own, what would you choose to learn? Consider interests pursued beyond class assignments: topics chosen for research papers, lab reports, independent study, reading, school activities, job or volunteer work. What do your choices show about your interests and the way you like to learn?
- * Describe your school. Are learning and academic success respected? Has your school encouraged you to develop your interests, talents, and abilities? What would you change and what would you preserve about your school?
- * Do you enjoy reading? What is the last book you chose to read that was not assigned? Do you have a favorite book or author?
- * What has been your most stimulating intellectual experience in recent years?

- * How well has your school prepared you for college? Have you been challenged by your courses? Which ones, in particular?
- * Is your academic record accurately representative of your abilities? Is your SAT I?
- * Are there any outside circumstances in your recent experience or in your background, which have interfered with your academic performance?

Activities and Interests

- * What activities do you enjoy the most? Which has had the most significant impact on your growth or thinking?
- * Do your activities show any pattern of commitment, competence, or contribution?
- * How would others describe your role in your school or home community? What do you consider your most important contribution?
- * After a long, hard day, what do you most enjoy doing?

The World Around You

- * What will be your generation's biggest challenge?
- * How would you describe your family or hometown? How has your environment influenced your thinking?
- * What do your parents expect of you? What standards have you set for yourself?
- * What has been the most controversial issue in your school recently? Does this issue concern you? What is your opinion about the issue?
- * Have you encountered people who thought and acted differently than you do? What viewpoints were most unsettling? How did you respond? How did this experience help you to learn more about yourself?
- * What distresses you most about the world? Where would you like to start to change it?
- * Do you have a hero or heroine, from life or from literature?



Personality and Relationships

- * How would someone who knows you well describe you? What are your strengths and weaknesses? How have you changed during your high school years?
- * What three adjectives best describe you?
- * Which relationships are most important to you and why? Describe your best friends. In what ways are they similar or different from you?
- * Describe the groups in your school. To which do you belong? Are you someone who bridges different social groups?
- * How do others influence you? What pressures have you felt to conform? How do you respond to peer and academic pressure? How do you react to criticism or failure?
- * What is the best or most important decision you have made lately?
- * Would you describe yourself as a risk-taker? Give an example.

Whimsical Questions

- * If you were not a human, what animal would you like to be?
- * How would you like to be remembered?
- * What are you doing ten years from now?
- * Why should this college accept you?
- * What is your favorite: song, color, film, magazine, time of day, word or expression?
- * What questions do you have for the interviewer?

Summer Programs

The summer between junior and senior year can provide the time to pursue areas of interest, experience living away from home, or demonstrate your skills and talents. While we do not recommend any one summer program for our students, the programs listed below are summer programs that former Winston students have participated in and have found to be valuable experiences.

Academic Programs

Program Name	Brief Description
The College Search East (at Curry College)	Two-week residential program focused on helping students to set realistic goals, learn about differences between high school and college, and experience living on a college campus. Students will also visit Boston area colleges. (Milton, MA) curry.edu 617-333-2250
Fairleigh Dickinson University- Summer Experience for Students with Learning Disabilities	Program designed to help students with learning disabilities experience the college setting before beginning college. Two-week program targeting skills including time management, organization, the writing process, assistive technology, and self-advocacy. (Teaneck, NJ) fdu.edu 201-692-2086
Landmark College Summer Programs	Two and three-week programs for students with learning disabilities focusing on skill building in the areas of time management, study skills, and written language. Also opportunity for hands-on experience with software and other beneficial technology. A Social Pragmatics Track is also available for students who participate in the program on Landmark's campus. (Putney, VT or at Winston Prep's CT campus) landmark.edu 802-387-6718

Career Exploration Programs

Program Name	Brief Description
Johnson & Wales University- Career Explorations Program	Three-day programs help students discover what it's like to work in the areas of business, culinary arts, hospitality, technology or counseling. (multiple locations) jwu.edu 401-598-1000
NYIT- Career Discovery Camp in Technology & Engineering	Two-week program provides insight into fields in engineering and technology through workshops in game development, robotics, and electronic music, as well as field trips and guest speakers. (Old Westbury & New York City) nyit.edu 516-686-7985

Independent Living/Transition Programs

Program Name	Brief Description
College Internship Program- CIP Summer (for ages 16-19)	Two-week residential summer program allows students to foster connections as well we learn practical skills for independence including cooking, banking and budgeting. (multiple locations) cipsummer.com 877-566-9247, extension 13
Riverview School- G.R.O.W. Summer (students must be 18 years old)	Five-week residential summer program is designed to remediate academic, social, vocational and independent living skills. Classes are conducted in reading, language arts, life skills, consumer issues, money management, and cooking. (Cape Cod, MA) riverviewschool.org 508-888-0489

Artistic Programs

Program Name	Brief Description
<p>Parsons School of Design- Pre-College Summer Programs (most programs for students in grades 3 through 12, portfolio class for rising seniors only)</p>	<p>Two-week summer intensive programs are offered in animation, design and technology, digital video and photography, fashion design, graphic design, interior design, painting, portfolio development, and others. (New York City) newschool.edu/parsons/pre-college-academy 212-229-8933</p>
<p>School of Visual Arts (for rising juniors and seniors)</p>	<p>Three-week summer intensive programs are offered in advertising, animation, filmmaking, screenwriting, cartooning, fine arts, graphic design, interior design, photography, and computer art. (New York City) sva.edu/special-programs</p>
<p>School of Creative & Performing Arts - SOCAPA</p>	<p>Programs run from one to three weeks and students can choose from filmmaking, photography, dance, acting or music programs. (locations in NY, VT & CA) socapa.org 800-717-2787</p>